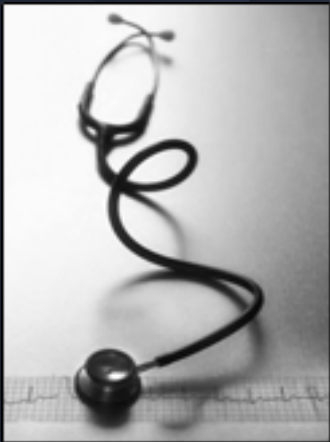


# What's Up Doc? Students Prescribing Solutions to Improve Reading Development



2015 Conference Presentation  
Jennifer Lippert and Erin Metaxas

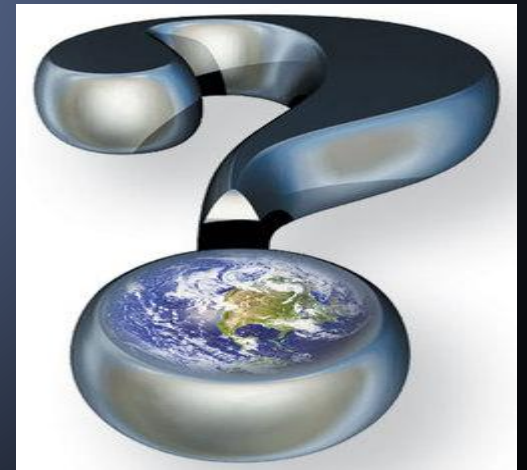
## Enduring Understanding:

Effective readers monitor, assess, and reflect on their thinking and comprehension.

# Essential Question:

How do readers use thinking strategies to monitor their reading?

How do we teach students strategic thinking and reflective practice?



# Objectives:

Teachers will be able to:

- describe/explain thinking strategies readers use
- teach students to monitor their comprehension to diagnose breakdowns and apply thinking strategies
- guide students to monitor and record reading progress

# A Framework for Teaching: Charlotte Danielson (2007)

## 2b: Establish a Culture for Learning

- Expectations for Learning and Achievement
- Student Pride in Work

## 3d: Instruction-Using Assessment in Instruction

- Monitoring Student Learning
- Giving Feedback to Students
- Student Self-Assessment and Monitoring of Progress

## 3e: Demonstrating Flexibility and Responsiveness

- Lesson Adjustment
- Response to Students
- Persistence



“The truth is we are all struggling readers. At some time today or tomorrow, you’ll be reading something and you’ll feel the print slide away from you, your sense of power over the page slipping away, your comprehension becoming murkier as you press on. It doesn’t feel good. There are children who feel this everyday...When the world of print lacks deep meaning for a child, the reading experience becomes like wandering in an unfamiliar universe,” (Pam Allyn).

*The difference between proficient readers like us and our students is that we have the knowledge and experience to diagnose what is wrong in our reading and to fix it. We don't continue to struggle like they do.*

“Taming the Wild Text: A Top-10 List of strategies to help the struggling reader become fierce, unafraid, and strong”  
Educational Leadership March 2012

“Researchers have long recognized that academic reading changes after 3rd grade. Chall (1983) first described this transition as a shift from *learning to read* to *reading to learn*. To make this transition, she wrote, students must learn how to organize and apply their background knowledge as a context for their reading, get information efficiently from text, and monitor and adjust their reading as needed,” (Gina Biancarosa).

“Adolescent Literacy: More than remediation”



# Assessment for Learning:

## Introducing the learning targets

**READINGNEXT: A VISION FOR ACTION AND RESEARCH IN MIDDLE AND HIGH SCHOOL LITERACY** A Report to Carnegie Corporation of New York  
By Gina Biancarosa and Catherine E. Snow

**Direct, explicit comprehension instruction**, which is instruction in the strategies and processes that proficient readers use to understand what they read, including summarizing, keeping track of one's own understanding, and a host of other practices

**Motivation and self-directed learning**, which includes building motivation to read and learn and providing students with the instruction and supports needed for independent learning tasks they will face after graduation

# Shifting to the CCSS

Text complexity  
(fiction and  
nonfiction)

Close reading

Annotating text

Supporting claims  
with text  
evidence

# Text Complexity Stretch Bands

**Lexile Measure:** This value indicates the reading demand of the text in terms of the **semantic difficulty and syntactic complexity**. The Lexile scale generally ranges from 200L to 1700L, although actual Lexile measures can range from below zero to above 2000L

Grade Level	Lexile Bands (Before CCSS)	CCSS 2010 Lexile	Revised CCSS 2011 Lexile
Kindergarten	N/A	N/A	N/A
First Grade	200-370	N/A	N/A
Second Grade	360-500	450-790	420-820
Third Grade	440-670		
Fourth Grade	620-800	770-980	740-1010
Fifth Grade	790-920		
Sixth Grade	880-1000	955-1155	925-1185
Seventh Grade	950-1030		
Eighth Grade	1000-1100		
9 <sup>th</sup> Grade (Freshman H.S.)	1030-1120	1080-1305	1050-1335
10 <sup>th</sup> Grade (Sophomore H. S.)	1100-1190		
11 <sup>th</sup> Grade (Junior H. S.)	1120-1210	1215-1355	1185-1385
College and Career Readiness	1210-1700		

# CCSS Anchor Standards

H10. Read and comprehend complex literary and informational texts independently and proficiently.

With the Common Core objectives and as children advance, the demands on them as readers will increase as will the complexity of the text.

To be proficient readers, students need us to...

- teach and model thinking and skills
- provide time to practice and reflect
- give feedback
- make students a part of their learning process.



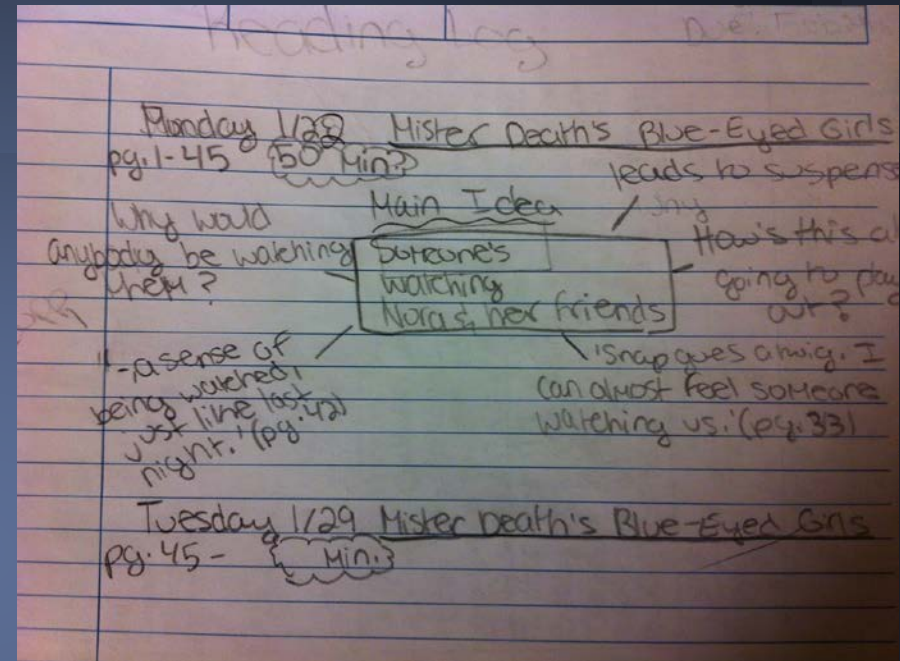
# Recognizing the Symptoms and Making a Diagnosis

Modeling

Teaching Self-monitoring and reflection

Time for guided and independent practice and reflection

Conferencing and Small Group Instruction



# Striving vs. Struggling

## Striving:

- to make strenuous **efforts** toward any goal; to make a **great** and **tenacious** effort

## Struggling:

- to be **coping** with **inability** to perform well or to win; **contend** with difficulty.

# Recognizing the Symptoms and Making a diagnosis

Read the following text example.

What are you thinking when you read?

What do you think goes through your students' heads when they read difficult text?

# Making Sense of Text

## Dimfrase Needed

The bogo also recognizes the need to invest more in cucio themselves, 40 percent of which now lack basic sumwalz. Ligachev said cucio for 28 million monos will be frazequack by the year 2010, and that capital expenditures in blocka will increase drastically.

Source: Gickling, E. & Thomson, V. (1992, April)



## FEDERALIST No. 9: The Union as a Safeguard Against Domestic Faction and Insurrection

A firm Union will be of the utmost moment to the peace and liberty of the States, as a barrier against domestic faction and insurrection. It is impossible to read the history of the petty republics of Greece and Italy without feeling sensations of horror and disgust at the distractions with which they were continually agitated, and at the rapid succession of revolutions by which they were kept in a state of perpetual vibration between the extremes of tyranny and anarchy. If they exhibit occasional calms, these only serve as short-lived contrast to the furious storms that are to succeed. If now and then intervals of felicity open to view, we behold them with a mixture of regret, arising from the reflection that the pleasing scenes before us are soon to be overwhelmed by the tempestuous waves of sedition and party rage. If momentary rays of glory break forth from the gloom, while they dazzle us with a transient and fleeting brilliancy, they at the same time admonish us to lament that the vices of government should pervert the direction and tarnish the lustre of those bright talents and exalted endowments for which the favored soils that produced them have been so justly celebrated.



# Self-Diagnosis



Let's take a moment to reflect on our own reading.

What are some of the difficult texts that you have to read? What did you do to access them?

What are some difficult texts for your students? How do they access them? Are their strategies effective?

# What's Up Doc? Examining How You Read Survey

Let's take a test and examine the results.

Think about a time when you read a piece of difficult text.

Reflect on your reading and our previous discussion.

Rate how true the statements are for you as a reader .

Be honest with yourself.

# What's Up Doc? Examining How You Read

Developed from Chapter 2 “Literacy Learning” *Reading and the High School Student: Strategies to Enhance Literacy*, Second Edition by Judith Irvin, Douglas L. Buehl, and Ronald M. Klemp

## Scoring

- Read the descriptions of each type of ineffective reading.
- Add up your scores for each listed question.
- Write them on the diagnosis sheet that describes each type of ineffective reading.
- Choose your two highest to focus your assessment, reflection, and treatment to change your reading.

1 The Trip With No Scenery (1, 7, and 12)

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

2 Ping Pong Reading (2, 8, and 15)

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

3 Mindless Routines (3, 9, and 17)

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

4. Consumers and Extraterrestrials (4, 10, and 18)

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

5. Freeloading, First Down Punting (5, 13, and 16)

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

6 World Brains and School Brains (6, 11, and 14)

$$\underline{\quad} + \underline{\quad} + \underline{\quad} = \underline{\quad}$$

# Symptoms of Ineffective Reading

Trip with No Scenery

Ping Pong Reading

Consumers and Extraterrestrials

World Brains and School Brains

Mindless Routines

Freeloading and First Down Punting

Read and match the cards to learn about the Ineffective Reading Strategies.



# A Note

## Ping Pong Reading

### Effective vs. Ineffective

"Mrs. Lippert, I didn't ping pong read on the ISAT."

"I started to ping pong read, but stopped when I realized that I could answer the questions faster and better when I read the passage."

# Diagnose that Student 1

- Michael does all of his reading, but he does not remember anything that he read. He doesn't pause and think about his thinking or the text.
- How would you help him to improve his reading?

## Diagnose that Student 2

- When Stacie reads for social studies, science, or even the ISAT, she reads the question and skims for the answer, then moves on to the next question. She does not do well on quizzes and tests when she has to apply the information that she has learned through reading.
- How would you help her to improve her reading?

## Diagnose that Student 3

- Erin is really social, and she is more concerned about her fashion than her comprehension. She learns stuff for school and then promptly forgets it after the test.
- How would you help her to improve her reading?

# Self Diagnosis

What is your most common ineffective reading strategy? What do you anticipate your students' most ineffective strategies will be? What factors cause you or your students to be ineffective?

Turn and Talk





# Symptoms of Ineffective Reading

My class results:

#1 Trip with No Scenery

#2 Ping Pong Reading

#3 World Brains and School Brains

Consumers and Extraterrestrials

Mindless Routines (often strongest students)

Freeloading and First Down Punting

# Creating a Climate of Literacy

Developing metacognition and a common language

Creating a climate of trust (non-judgmental)

Discussing the reading process

Setting goals

Being reflective readers

Creating a Community of Readers

Building in Conversation

Create a Reading Environment (Physical Space)

# 3 Things I Learned About Myself As a Reader

\*I learned that I mostly read to answer questions or to get things done. I think that this is when I don't like what I am reading.

\*I have some bad habits while reading like I don't really read with a purpose just to answer the questions.

\*I learned that I sometimes miss context clues that are vital to the story.

\*What I read doesn't reflect what I know about the world.

\*My eyes are reading the passage, but I am thinking about something else.

**\* I learned I will take a “short cut” when it comes to reading like I will do it to get it done and not think about it. I didn't realize this before, but I don't remember what I read when I read it.**

## 2 Treatments to Be an Effective Reader

- \*As I read, annotating, interacting with the text, and marking areas of confusion helps to keep readers focused.
- \*I will try not to ping-pong read for my other classes to retain what I am reading.
- \*I will begin to not ping-pong read because that could slow me down even more.
- \*I need to stop during reading, think, and reflect.
- \*Vary speed of reading.
- \*I am going to stop and summarize in my mind of what I was reading.
- \*I will predict and ask questions more so I can increase my interest and not read because I want to finish.

# 1 One Question I have about my Reading

- \*I wonder if I have to read slower?
- \*Why did I not read the whole text in the first place, to finish earlier?
- \*If I do truly understand the text, why doesn't stick in my head in the long run.
- \*How do I stay focused and tell when I'm not?
- \*Why don't I pay attention when I read?
- \*How do I remember to use my strategies in all situations?
- \*Do I read differently based on different subjects?
- \*Does everyone have a reading problem?
- \*I don't know how I get so off task when I read? How do I stay on task?



# Healthy Reading

You have your diagnoses and your prescription,  
now it's time to live a healthy reading life.

# Prescribing Strategies: Introducing the 7 Key Comprehension Strategies

Build Background Knowledge + Make Connection

Ask And Answer Questions

Create Mental Images

Make Inferences

- Predict / Draw Conclusions
- Analysis / Theme

Determine Importance

- Main Idea / Supporting Details

Synthesize New Information

- Summarize / Generalizations / Evaluation

Monitor Their Own Reading (Performance)

- Self Talk / Metacognition



# Good Voice in our heads

From *I Read It But I Don't Get It* by Chris Tovani

*INNER VOICE and COMPLEX TEXT*

## **Conversation Voice (useful voice)**

**This voice helps readers to:**

- ❑ Relate to the text
- ❑ Make connections between the book and the reader
- ❑ Ask questions
- ❑ Give opinions
- ❑ Talk back to the text
- ❑ Remember what is read

# Bad Voices in Our Heads

From *I Read It But I Don't Get It* by Chris Tovani

## **Reciting Voice (waste of time voice)**

**This voice causes readers to:**

- ❑ Lose track of what is being read
- ❑ Stray from the text
- ❑ Forget what is read
- ❑ Not care about the reading

Turn off the reciting voice by **rereading** and giving yourself a job or a **purpose** to read for.

# Sample of Targets: Questions

## Questioning

Thoughtful readers ask questions and pursue answers of the author, themselves, and the text.

Level 1	I can ask questions to help understand surface meaning.
Level 2	I can ask open-ended ("how" and "why") questions to deepen understanding of text.
Level 3	I can pose questions and pursue answers (research) to extend learning beyond the text.
Level 4	I can create and answer essential questions to enhance meaning, evaluate, and form interpretations of the text.



# Student-Friendly Reading Comprehension Targets

	Reading/Thinking Strategy		Reading/Thinking Strategy		Reading/Thinking Strategy
	<b>Connecting (Red)</b> Thoughtful readers notice pieces of text that relate to, or remind them of, their lives and background knowledge.		<b>Drawing Inferences (Orange)</b> Thoughtful readers combine background knowledge and textual information to draw conclusions and interpret facts.		<b>Questions (Blue)</b> Thoughtful readers ask questions and pursue answers of the author, themselves, and the text.
1	I can make a connection.	1	I can make an inference.	1	I can ask questions to help understand surface meaning.
2	I can make a connection and relate it back to the text.	2	I make realistic inferences supported by text evidence, life experience (connection), or prior knowledge. I use background knowledge and understanding of context to infer information not given.	2	I can ask open-ended ("how" and "why") questions to deepen understanding of text.
3	I can make Text-to-Text or Text-to-World connections and cite supporting evidence within the text.	3	I can confirm, revise and/or reject inferences and support them using textual evidence, author's style, genre, or connections.	3	I can pose questions and pursue answers (research) to extend learning beyond the text.
4 <i>Deep</i>	I can use connections to enhance meaning, evaluate, and form interpretations of the text.	4 <i>Deep</i>	I can use multiple inferences within a text to enhance meaning, evaluate, and form interpretations.	4 <i>Deep</i>	I can create and answer essential questions to enhance meaning, evaluate, and form interpretations of the text.

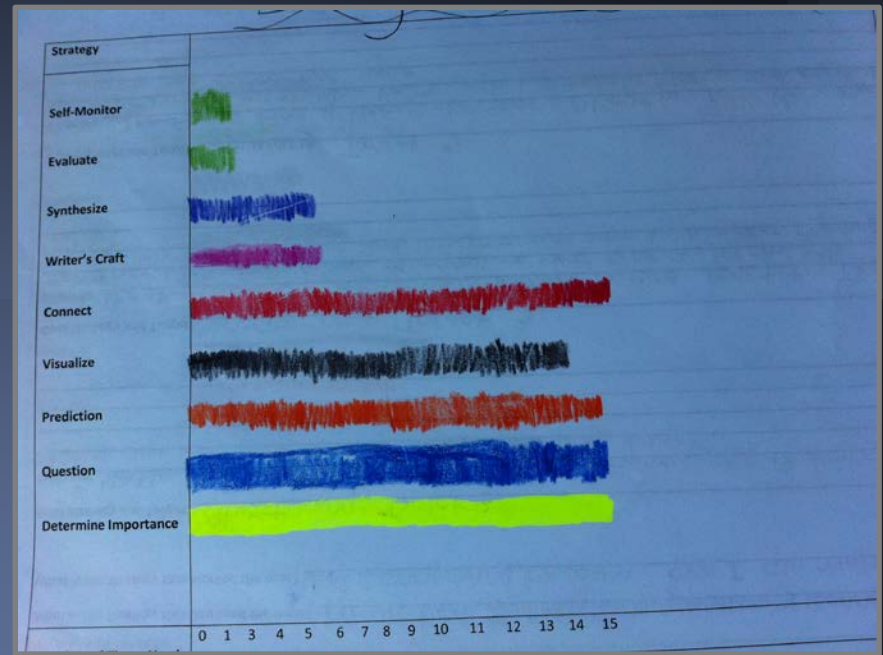
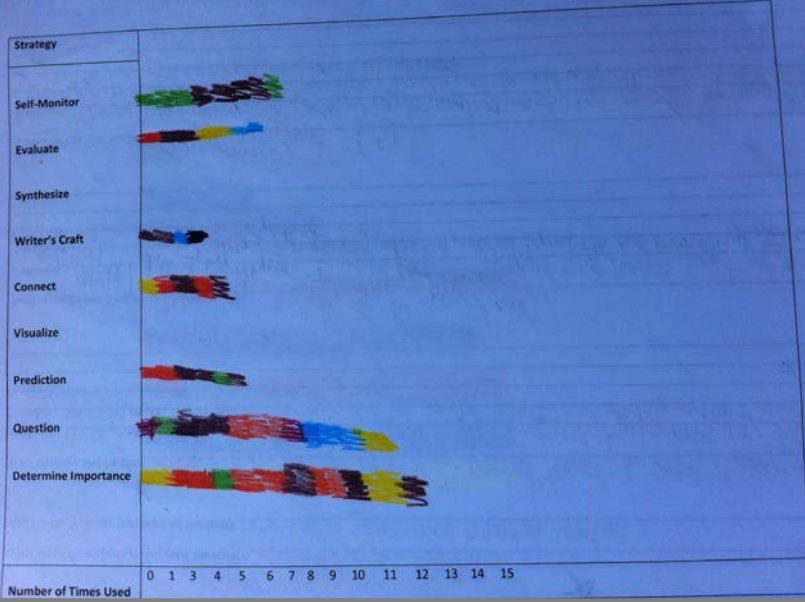
# Goal Setting and Monitoring

- Individualized instruction/differentiation
- Using target sheets
- Student ownership
- Student self-assessments
- Student reflection

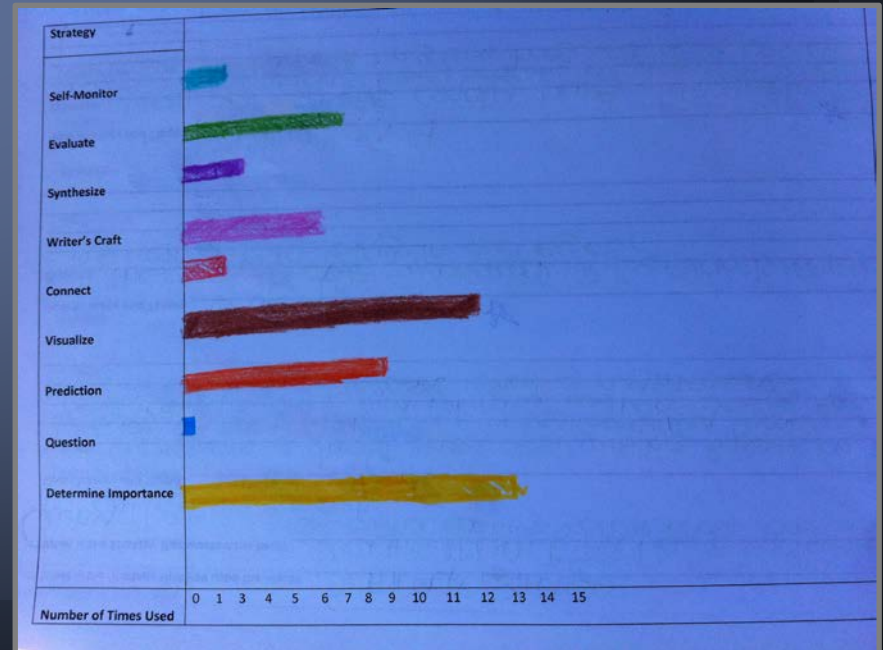
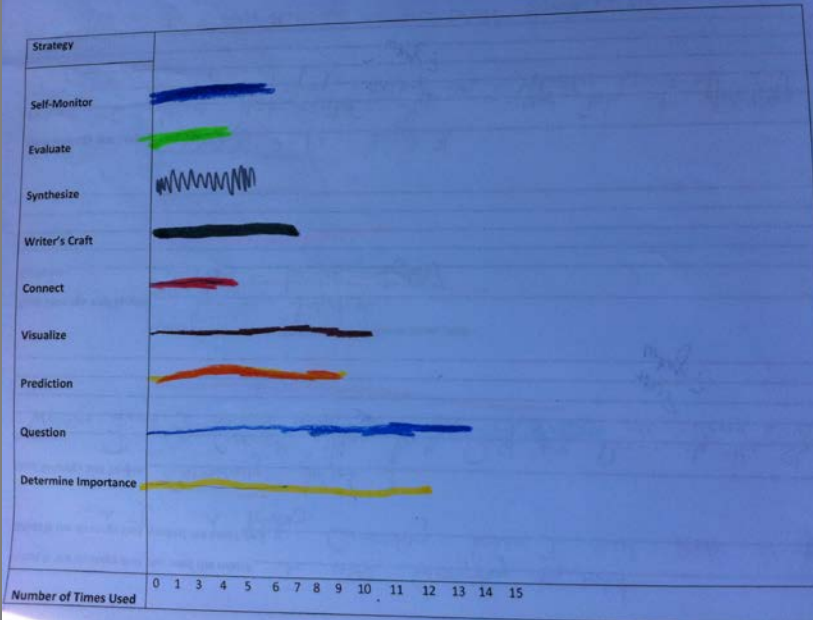
# Student Reflection on Strategy Use

- Most Used Strategies: Summarizing/Determining Importance, Questioning, Predicting, Connecting
- Least Used Strategies: Visualizing, Evaluation and Synthesis, and Self-Monitoring
- Students commented that they did not really understand the least used strategies.
- Some students had difficulty articulating why a strategy did or didn't work for them.
- Some students had difficulty providing evidence of when they used the strategy or to what degree.
- Many students who were "Trip with No Scenery" and "Mindless Routines" tended to rely on Determining Importance.

# Strategy Reflection



# Strategy Reflection





What is the Strategy that you used the most?

Questioning Why? ★

What is the Strategy that worked the best?

Predicting

Why? This helped me get my thinking in order & actually see ahead which stayed in my head

Goal Strategy and Target:

Questioning Target 4

Evidence:

I wonder if Mommers knew about the trailer being burned down since she wasn't there with Addie when it happened? (...)  
Mommers didn't know but eventually found out. (...) ★

Goal Strategy and Target:

Predicting Target 3 ★

Evidence:

I predict that Milada is being taken to a Polish family to become someone completely else. I think this because she & Rozana were taken since they have blonde hair & eyes which can make the girls look like Polish kids.  
My prediction was right

Goal Strategy and Target:

★ Self Monitor Target 3

Evidence:

I don't really understand what happened when a solid becomes a liquid. I should recall that specific portion. I do understand how clouds are formed because I remember it from 3rd or 4th grade.

Strategy used the least? Self Monitor

Why? I never felt like I had to since evaluating was the same thing, so I just did



What is the Strategy that you used the most? I used Connecting the most

What is the Strategy that worked the best? and y Connecting becase I could relate to the book I was reading.

Goal Strategy and Target: Connectly Target 3

Evidence: I can connect the books Dust and Dewey to the Show The Walking Dead. I think this becase the characters are very similar.

how?  
why?

Goal Strategy and Target: Vocab Target 2

Evidence: Clenched - hauled tightly

Goal Strategy and Target: Writes craft Target 3

Evidence: I think that author did a good job at describing Fletcher Jack. A thin man in a dusty blazer and coat and a wide-brimmed hat.

why?

What is the Strategy that you use the least? Synthesize

why? SP didn't understand it.

# Check-ups: Conferencing

Think about your response. Color code and label the target if your response is written.

What targets were you using? To what degree?

Why were you using those targets?

What do you notice about your reading (understanding, comprehension, use of strategies, ?

# Applying and Monitoring Targets

## Color Coding

Reading logs

Journals

Double Entry

JournalsAnnotations

Sticky Notes

Discussions (Socratic  
circles)

Annotated

collaboration

Silent conversation

Active reading charts



Read	Read	(May include predictions, connections, evaluations, questions, or a 3 sentence summary.)
20 - 50 pages	40 min.	I can picture how Slatebeard lying down at the mouth of his cave. I can picture how the city looks like where Firedrake and Sorrel landed at. I can picture how Ben, the little Boy looks like. I can picture how the rat, Gilbert looks like.
50 - 80 pages	40 min.	I wonder why Sorrel is so grumpy all-the-time? I wonder how the garbage got to the bottom of the canal? I wonder why Sorrel dislikes Ben so much? I wonder why dragons don't like it if it rains? <i>try to answer your questions</i>
80 - 110 pages	40 min.	In my opinion, the author should've told why Nettlebrand like to hunt silver dragons for prey. In my opinion, the author should tell why Twigleg hasn't tried to escape from Nettlebrand. In my opinion, the author should tell why Nettlebrand has such a bad temper.
110 - 136 pages	40 min.	In my opinion, the author should of said where Twigleg can I would feel the same way as Sorrel feels, angry, if I was stuck in a cage. Sorrel's looks remind me of a cat's looks. I feel the same way as Professor Greenbloom feels about catching animals and holding them captive. I would feel the same way, excited, if I got to touch a real dragon like Professor Greenbloom.



# The Schwa Was Here is Calvin's Story

Hypothesis: The Schwa can pass through airport security with an iron bar in his pocket (...)  
Conclusion: The Schwa is unnoticed by your generic security guard unless he's tipped off to his presence by advanced technology like a metal detector: (pg. 221)  
Shows how the Schwa comes off as 'invisible'.

Have out of fix people do not see the Schwa in your standard (classroom) (pg. 25) 'It's about the Schwa. At most, it's the story of the Schwa. Count Schwa.'

I think it is all about the Schwa. I know how many people I know but what I don't know is about what happened in the Schwa's life. I only know that I can only imagine the Schwa's life. In the first sentence of the book, it says "I don't remember the first time I met the Schwa, he was just there."

On pg. 14, it says "I don't really remember when I first met the Schwa, he was just there." This is a metaphor for the Schwa's story about the Schwa's life.

The Schwa's story is not in the book, it's in the Schwa's life.

"You gotta let me have her, Antsy," "Her?" "Lexie! Who else? Please, you gotta let me have her!"

Antsy is telling about the Schwa's story. Therefore it's the Schwa's story.

The Schwa was fading, no question about it. (162)  
This shows that this part is very important in the story, and it's about Schwa.

"This IS Worse!" He screamed so suddenly it made Gunther jump. "This IS Way worse! The Butcher?"  
He stood up & his chair flew out behind him, hitting stainless-steel table that rang out like a bell. "I hate her!..." pg. 200

The title is the Schwa Was Here which shows it is the Schwa's story. cover page

This is the Schwa's story because it is all about how his mom left him and his struggle through life.

Schwa's a dynamic character. You know - it's like how when an egg's boiled it looks the same on the outside, but it's different on the inside. (pg. 200)

I put my hand on his shoulder, and squeezed until I felt his shaking begin to fade. "Welcome to the visible world," I told him, gently. "I'm really glad you're here." (pg. 1)



# Student Quotes

"The targets have changed my reading by shifting my perspective. Before I was reading with targets, for example, if I didn't understand something, I would skip over it and maybe ask my parents. Now I will actually get some knowledge by research like in the Mysterious Benedict Society, I researched how much power a tidal generator has. It's a lot."

"The reading targets made me read more deeply."

"Reading targets helped my reading because they help me interact with the text."

"The targets organized my reading and made it easier to understand."

# Ongoing Teacher Treatment:

Lessons for readers

Gradual Release of  
Responsibility

Importance of Modeling

Selecting Minilessons

Conferencing and  
Reteaching

Creating a

Collaborative Culture

Talking about What

Readers Do Every Day

# Modeling Think Aloud

Modeling Strategic Reading  
and Self-monitoring

Reading strategies as  
thinking strategies

Recognizing and addressing  
symptoms of ineffective  
reading



# Check ups and Checking In

The role of self-assessment

The importance of teaching students to be reflective learners is that they become empowered to self-monitor and adjust to meet their learning needs. They are in control of their learning process.



Whoever does the work, does the learning.

How do we teach students strategic thinking and reflective practice?

How could you use some of these ideas in your own classroom.

## Student Quote

"The reading targets changed my reading by making me think harder."

# Did we hit our targets?

How do readers use thinking strategies to monitor their reading?

How do we teach students strategic thinking and reflective practice?

Turn and Talk. Share out how you might use in the classroom.

# To Contact Us

Jennifer Lippert  
[jennifer.lippert@lz95.org](mailto:jennifer.lippert@lz95.org)

Erin Metaxas  
[erin.metaxas@lz95.org](mailto:erin.metaxas@lz95.org)